



Education and Learning Strategy 2024–30

“Excellent and inclusive education and learning for everyone, from birth to adulthood.”



Lambeth

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Foreword

Welcome to Lambeth’s Education and Learning Strategy 2024–30. I am delighted to present our shared vision for education and learning in Lambeth and our aspirations for all our statutory aged learners. What is crucial, is that this has been a collaboration – developed in partnership between our schools, other educational settings, and the Council.

In Lambeth, we have a clear vision and bold ambitions for 2030, as set out in our borough plan Lambeth 2030: Our Future, Our Lambeth. Children and young people are at the heart of what we want to achieve, as we strive to ensure that all children and young people can have the best start in life and feel safe and thrive in a place of opportunity. The Education and Learning Strategy is a key part of delivering this ambition.

We want Lambeth to continue to be at the forefront of change and improvement. We want to retain good relationships between education providers and the Council and build on our collective strengths and achievements.

We have strong partnerships between schools, colleges, neighbouring authorities, families, local communities and the Council, which enable us to work towards securing an autonomous and self-improving education system. This commitment to raising standards is supported by a sound infrastructure of Early Years provision in our childcare, nursery school and children centres.

The Lambeth Schools Partnership has been crucial to the successes we already have in education and learning. The overwhelming majority of Lambeth schools have chosen to retain their close working relationship with the Council, and since 2017, the Partnership has managed to sustain high quality outcomes and excellent teaching and learning across the borough. This really is something we can be proud of.

Education is everyone’s business. The partnership is united in its belief that schools and other local

education settings should build on an existing culture of collaborative working to enable all the borough’s children and young people to experience the best possible education opportunities, outcomes and life chances. This strategy absolutely supports that effort. It describes how schools, colleges, council workers, nurseries, and other people who help children learn are going to support them to enjoy their time in education, get the best qualifications they can and become a successful adult, whatever they decide to do.

Over the next six years we will continue to develop and embed our partnership working between schools, education providers, the Council, health and children’s social care to ensure that strong foundations are in place to enable Lambeth children and young people to have the best start – in a borough they can call home.

This strategy represents our collective commitment to achieving these outcomes. It sets out our overall vision for education and learning. It explains the four pillars that make up the vision and what it means for our children and young people. It outlines the nine priorities we will focus on to make a difference in Lambeth. I hope this is not only a roadmap towards delivering and maintaining excellence, but also a call to action for all of us to come together to enable our children and young people to thrive. I look forward to working with you all to make this a reality.

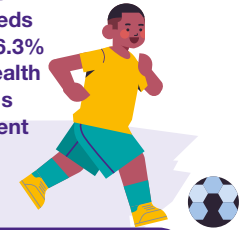
Councillor Ben Kind
Cabinet Member for Children and Young People

State of the Borough

In Lambeth, there are **63,200** children and young people (up to 18), almost 20% of the total population of **317,600**.

Lambeth has a **high concentration of people between ages 20 and 40** making it a comparatively young borough, but we are seeing a decrease in children in the borough over time. This is impacting on our pupil population and planning school places.

14.2% of pupils in Lambeth schools have special educational needs and disabilities (SEND) and 6.3% pupils have an Education Health and Care Plan (EHCP). This is compared to Lambeth resident pupils where 3.84 % have an EHCP



Four of the six special schools that have been inspected are judged to be 'good' or better.

Completion of EHCPs is significantly above the national average.

Lambeth pupils achieved above national averages

- ✓ In KS1 and KS2 (primary) in 2023 and at a similar level to nationally at the end of the Early Years Foundation Stage.
- ✓ Secondary aged pupils broadly achieve in line with national outcomes.
- ✓ Children looked after (CLA) were above the Inner London and national averages at KS2.

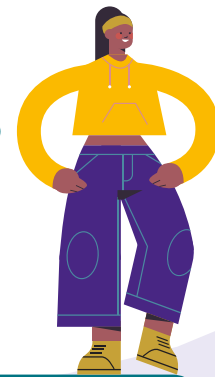
Lambeth post-16 pupils achieved slightly below the national outcomes at A-level in 2022.

As of September 2024, there are 13 schools with sixth forms and five special schools with sixth forms. There are two sixth form only sites.

South Bank Colleges provide post-16 further education and are based on four sites across the borough.

In vocational routes, Lambeth pupils were above the national average in technical qualifications.

Population ages of our young people:
25% aged 0–4,
25% aged 5–9,
25% aged 10–14 and
25% aged 15–19.



93% of Lambeth's schools are graded good or better by Ofsted and 37% are judged outstanding.

Secondary level permanent exclusions have fallen from 38 in 2017-2018 to 7 in 2022-2023.



Of the 90 schools, there are 14 secondary schools, two all through (primary and secondary) schools, two sixth form only schools, 60 primary schools, six special schools, five nursery schools, and one alternative education provision (pupil referral unit).

98.6% Current figures show that 98.6% of young people aged 16+ are in education, employment or training, and those 'not known' are at 2.7%, compared with 2.8% and 2.4% nationally.



The borough of Lambeth's population is **diverse and multicultural**.

63% of our children and young people are **Black, Asian or Multi-Ethnic** compared with 21% nationally.

In Lambeth maintained Schools 85% of pupils are **Black, Asian or Multi-Ethnic** compared with 39% Black, Asian or Multi-Ethnic nationally



98% As of September 2023, 98% of our PVI settings were judged as good or outstanding and 93% of our childminders (private, voluntary and independent) were judged as good or outstanding.

We have extremely low (often zero) numbers of children missing education (CME).

45% of all primary aged children and **39%** of all pupils at secondary school in Lambeth do not speak English as a first language, compared with 22% and 18% nationally.

43% of children and young people in Lambeth live in poverty after housing costs.

We are the 11th most deprived London Borough and yet, the 6th highest performing borough for primary and secondary aged pupils for social mobility.

Our five maintained nursery schools are all judged 'good' or 'outstanding'.



Introduction

Lambeth Council, in collaboration with the Lambeth Schools Partnership and other education providers, is committed to our role as champion for children and young people.

We see education as fundamental to our ambitions, as we seek to be a lifelong borough, with the best conditions to grow up and age well by 2030. We know that our young people's experience of education and learning touches on many different aspects of their lives. It sets both children and their families, and our borough, up for the future.

We want Lambeth to be a borough of opportunity. We need local people with the knowledge and skills to lead in growth sectors such as life sciences and creative industries. We want Lambeth to be one of the safest boroughs in London, with a significant reduction in serious violence against young people. Schools are a key touchstone for vibrant and resilient communities. Education and learning provide opportunities to intervene early and tackle the root causes of violence, to support and empower children and young adults to make positive choices in their school and beyond into employment, training and relationships.

As a council we have clear targets to have more children achieving a good level of development by age five and support the wellbeing of parents and carers, babies, children and young people. The health of our borough in 2030 depends on how we all take care of our young people today. The climate emergency is one of the challenges of our lifetimes. Education and awareness - from changing the ways we reduce, reuse and recycling what we have and connecting to our natural environment, to the skills needed to design and implement green technologies - will be central to making the changes we need to see for the children of this generation and the next to thrive.

We are proud of the strong education system across Lambeth and will be robust in supporting the continued improvement of our Early Years provision, schools, colleges and other education providers.

This is our third Lambeth Education strategy since 2015. We have always felt that our strategies should be focused on the key needs of a particular period of time, especially in an ever-changing education environment. For example, our last strategy (2018-2022) focused on school improvement. Pupil attainment exceeded national averages at Early Years Foundation Stage, KS1 and KS2 in 2022 and we transformed our approach to school inclusion achieving a significant decline in permanent exclusions.

Yet, we know all too well the challenges that still exist across the education and learning ecosystem. Poorer communities often have lower attainment outcomes and the gap between those with the lowest level of socioeconomic status and those with the highest is vast. The interaction of socioeconomic deprivation and other characteristics often deepens disadvantage and discrimination, particularly in terms of race and ethnicity. This can have a significant detrimental impact on educational outcomes. As we seek to become a borough of equity and justice, tackling inequality in education is paramount.

More recently, we have seen new challenges emerge up and down the country. Per pupil funding has reduced over time, creating pressures for schools of all sizes. The number of children with special educational need and disability has been rising and increased further since the Covid-19

pandemic. As some schools become academies and introduce new governance arrangements, we are seeing more complexity and variation in the way settings work, who is admitted, and the standards set. We are driven by the quality data we collect about pupils and outcomes in Lambeth and are already planning for the unique needs and demographics that exist locally, including a reduction in primary aged pupils. We know change can bring anxiety and worry to children, their families and caregivers and wider community, and that's one reason we think it's so important to keep our shared vision for education and learning and Lambeth clear and up to date.

Through our strategies so far, we have been able to develop key areas of work with partners and improve the impact on the outcomes for children and young people, from birth into adulthood. In the face of increasing pressures, we will continue to hold ourselves to account to discharge our statutory responsibility to the highest standards. We will need to be flexible and creative in our approach to continue to make the most of what we have for our young people.

Strong collaboration is a key part of this. For example, we've been recognised for our successful partnership approach to identifying, assessing, meeting the needs and securing strong outcomes for children with SEND in Lambeth. Most of our schools work in local geographic clusters that maintain close links with each other and is strengthened by a Local Teaching School which

offers a range of information, training and events to improve professional practice. We are also fortunate to have a well-established Lambeth Schools Partnership (LSP), through which these elements work with the Council to ensure a wide range of support is available to deliver the best outcomes for pupils.

With our new strategy, we want to build on the strong foundations we have in place, ensuring that we are continually improving and exceeding our ambitions where we can. We have an exciting future in Lambeth, and this strategy reflects the strong shared values and commitment to children and young people, across the council and all education settings in the borough. The strategy will be our guiding star sitting across the targeted work we will complete to address the different parts of Lambeth's education ecosystem, such as our Alternative Education Pathway (AEP) Strategy, Attendance Strategy and Pupil Place Planning; everything we do will align with the vision set out here. For more information about the full range of work we're doing, please see [Appendix 1](#).

This strategy has been developed in a partnership that recognises we all have a role to play. Over the past year, education leaders have come together to shape and prioritise our areas of focus for the next six years. Our Child Friendly Lambeth Programme spent six months in 2022 consulting with a diverse range of more than 1500 local children and young people aged two to 25 about their opinions, experiences, and priorities for Lambeth.

We've drawn on these voices as well as our own conversations. We have put together a set of priorities we feel can be achieved with the resources at our disposal, whilst remaining ambitious and sharply focused.

Within our priorities we also recognise that there are many factors outside the classroom that impact what happens inside it. Good quality housing, healthcare and employment are basic rights everyone in Lambeth should be able to access and directly impact on how well children and young people can participate in school. While this strategy does not set out to solve these problems – that is the role of our housing strategy, for example – we will continue to work with the wider council services, agencies and organisations to make Lambeth the best place to grow up and a place we can all call home.

We are grateful for the feedback generously provided to produce this final strategy which we present to you. We have sought to capture the passion and commitment we heard from voices across schools, the council and directly from young people through our Lambeth Youth Council. For a snapshot of our work, please see the Executive Summary.

Together we are strong, collectively we steer our ambitions and create the environment for positive learning experience and outcomes for all our children and young people.

Spotlight on...

What we've heard

After spending six months consulting over 1,500 children and young people throughout the borough about the things that matter most to them in 2022, the council announced the priorities that will underpin the activities and outcomes of the “Child Friendly Lambeth” (CFL) project.

Lambeth’s priorities – or “badges” – voted for by its young people are **Safety and Security, Place** and **Child Friendly Service**.

When asked ‘what ideas do you have to make Lambeth more child friendly?’ the three top themes were:

- More well maintained public facilities e.g. leisure centres, green spaces, better playground
- More youth clubs and affordable activities for young people e.g. social, sports, art, music, academic
- **Improve education, skills and opportunities**

We heard more about how our young people feel about their schools and communities across many different topics, including safety, health and wellbeing and decision-making and communication.

- **Just under half (47%) felt they could get support from their school or college with their wellbeing** and how they feel. A third (33%) did not feel they could get this kind of support from services in Lambeth, and 42% were unsure whether they could.
- 70% of young people think that the **biggest issue facing young people in Lambeth is the lack of safety**, mostly citing: knife crime and serious youth violence.
- 80% of children and young people (CYP) said they would like to be more involved in decisions that affect their lives. When asked what the **best ways to hear their voices were, through schools** was the top response.

“Help people who do not speak English to learn it so they can be more involved.”

“More support for young people with their mental health and not to wait until it is in crisis. We should have more mindfulness classes in school and where we live.”

“More funding to prevent the causes of crime (poverty, unemployment, lack of educational attainment). I’d like to see more treatment of crime as a trauma issue, and funding allocated as such.”

“An environment that thinks about children with inclusion and value at the forefront of its values. An ethos where children are put at the heart of decisions.”



Lambeth Education And Learning: Our Shared Vision

Our strategy is driven by a clear, shared vision for all children and young people in Lambeth.

Our Vision

Excellent and Inclusive Education and Learning for Everyone, from Birth to Adulthood

What does excellence and inclusion mean to us? Underpinning our vision, we have developed four pillars to describe the experience we want all young learners to have in our borough. These pillars provide the foundation of our collective efforts to realise our vision:

1. All children and young people in Lambeth are safe and healthy.
2. All children will start their learning experiences at the earliest opportunity and receive suitable, full-time education throughout their education journey.
3. All children and young people will have access to excellent, high performing, efficient and inclusive educational settings.
4. All children and young people will have the opportunities, qualifications, skills, and attributes to live independent and successful lives, and contribute positively to their communities.

We have also developed nine priorities for education and learning in Lambeth. Our priorities will provide the focus of energy and drive together over the coming six years, reflecting the local education needs we have in the borough to meet our 2030 ambitions:

1. High performing schools and Early Years settings
2. Early and best start to education
3. Efficient schools
4. Post 16 and post 18 employment education and skills
5. A zero permanent exclusion borough
6. A strong local special educational needs and disabilities (SEND) offer
7. Good school attendance and a safe place for everyone
8. Removing educational inequality and disadvantage in attainment
9. Career and leadership development of school staff and governors

To ensure we remain focused on impact, we have developed a set of core outcome measures against which we will drive and monitor performance across each of our priorities.

These measures are how we will know we have made a difference. They are illustrated on [page 25](#). In the next section we set out in more detail what we are doing and will do to make that difference in each priority area.

Our Priorities

Priority One: High Performing Schools and Early Years Settings

Our challenge

We've come a long way in Lambeth. Most of our schools are good or outstanding and the outcomes for our children compare favourably to national and London averages. Yet, we know that some of our young people continue to face disproportionate challenges and structural disadvantages. High performing schools will be a priority until each and every child receives excellence. Our settings will be a key part of making Lambeth the best place to grow up.

Our commitment

We want to ensure schools are supported through a high-quality school improvement service which contributes to all learners, at all phases, exceeding national average achievement. This means continuing to review and improve the Lambeth Schools Partnership offer to understand needs and opportunities with settings across the borough, as well as making sure our processes to monitor and support schools are fit for purpose. Collecting, analysing and utilising quality data will be an important part of our approach, allowing us to understand specific needs and target support to narrow the gap in achievement.

More broadly, we know that high-performance is not only about the results for our young people at the end of key stage 1, 2, GCSE or A levels, but positive experiences of education and skills for the future. Alongside progress in phonics and reading, our strategy includes a focus on promoting uptake of music, arts, cultural and outdoor activities that have been proven time and time again to develop self-esteem and resilience.

Priority Two: Early and Best Start to Education

Our challenge

By 2030, we want Lambeth to be the best place to grow up and age well, a place where people experience good health and wellbeing and improved health life expectancy. What happens in the earliest stages of education can impact outcomes for the rest of your life. There is good evidence that children and young people’s social and emotional development and mental health is linked to educational success, while emotional problems, including those related to problems at home, can negatively affect academic progress and participation.

We work in partnership to deliver a strong Early Help strategy in schools and settings. Targeted programmes to improve outcomes - from the Better Start programme for children aged 0-5 to our improved locality-based community Early Help offer – are already helping us to meet many of our Early Years targets in Lambeth. Still, whilst the proportion of children accessing an Early Years offer has increased in recent years, we know that children who do not attend Early Years settings need to have their needs identified much earlier. This priority is about continuing to improve and maintain our commitment.

Our commitment

In our role as champion for children and young people, we know that a balance of mutual challenge and support between the council, schools and other educational settings is essential to meet our shared vision. We are committed to providing guidance and quality assurance to all Early Years provisions which lead to ‘good’ or ‘outstanding’ inspections and pupil outcomes. We will encourage and improve take up of these Early Years and nursery places.

We will also focus on supporting Early Years settings to assist a smooth transition into the primary phase of education, setting our children up for success along their education journey. A priority will be ensuring that children with SEND are prepared for the next stage of education. We need early identification systems and processes in place across partnerships, so no child of any age is overlooked.

Spotlight on...

Early Years SEN Team

How has this programme made a difference for Lambeth's children and young people?

The Early Years Special Educational Needs (EY SEN) Team offers advice and support to families who have children under 5 with Complex Needs or Autism (or awaiting diagnoses.) We are a small service made up of four Home Support Workers and a Service Manager who work across Lambeth. We also have the Children and Young People's Disability Register Coordinator who coordinates the disabilities register from 0 up to 18 years.

The service aims to:

- Offer support and advice to parents/carers.
- Provide specific training, advice, and support for our Early Years Professionals in order to create an inclusive learning environment.
- To enable children with additional needs to access an Early Years provision to promote holistic development.
- To work collaboratively with parents, carers, and professionals to promote the best outcomes for children.

Here's an example:

Child J's mum attended an Early Years SEN coffee morning for parents with children with Autism Spectrum Disorder (ASD) and was interested in additional support from the Autism officers. A member of the team contacted Mary Sheridan Health Centre, who sent through a referral and J was assigned an Autism officer.

There was an initial home visit where the officer discussed the child's development with their mum and it was decided that the focus would be on supporting social interaction and building communication through language and gesture.

J was not currently in a nursery provision and mum was finding it hard to find a placement due to child's presenting Autism. With support from their Autism officer, they were able to apply for 2-year-old discretionary funding and got a 15-hour nursery placement at a nursery within walking distance of their home.

Mum attended Autism workshops on how to use visual supports at home to encourage communication and choosing. They put in place a visual timetable and a visual timer to support the child with their daily routines and encourage independence in going to nursery.

Child J's Autism officer visited the nursery on two occasions to support their transition and provide them with training on how to use the visual timetable. After five weeks with this block of outreach intervention, mum signed up for the Early bird parent programme, a 3-month parent programme through the National Autistic Society (NAS).



Priority Three: Efficient Schools

Our challenge

Funding for schools is awarded based on its pupil numbers. With a declining birth rate in Lambeth alongside the impacts of Brexit and an ongoing housing crisis, we are seeing a decrease in the number of young people living and going to school in Lambeth. This impacts on our school population and the number of places we need to plan.

An oversupply of places at a school can lead to financial and organisational inefficiency. This can be challenging for individual schools to manage, meaning our young people do not get the level of education they deserve. At the same time, we know changing teachers, friendship groups, and travel arrangements can be deeply unsettling. We listen to children's voices and protect their rights not only to a quality education, but a community where they feel they belong. Effective Pupil Place Planning is essential to ensure we have efficient, high-quality places to meet demand in Lambeth in a way that works for schools and families.

Our commitment

We are responsible for ensuring that every Lambeth child has a safe school place. We will embed a Pupil Place Planning Strategy with our children and young people at the heart. We will use the data available to us to project pupil numbers accurately, while working closely with young people, their families and caregivers, educational setting and staff to really understand their experience, thoughts and concerns. Our aspiration is for good schools to be available in all areas of the borough.

We will seek to further support children, families and schools through change, consulting and launching in-year admissions. A central system allows us to ensure efficient availability of school places and help settings to balance their budget to provide high-quality education across a pupil's journey.

Priority Four: Post 16 and Post 18 Employment, Education and Skills

Our challenge

Positive pathways to adulthood are crucial for all pupils and include a wide range of opportunities, from support to access further education and universities, to apprenticeships and vocational qualifications such as T-Levels.

If we want Lambeth to be a borough of opportunity by 2030, with local people benefiting from jobs in our future growth industries, we need to build more opportunities, skills and confidence now. The world of work is changing and growth sectors such as life sciences and culture and creative industries will be a priority in the next decade. Our schools, career leads and advisors need a strong understanding of what future careers might look like to support young people to prepare for those jobs.

There are also existing areas we need to improve. We're aware of a number of our children and young people who are not in education, employment or training (NEET), and some that are not known to us. We need to do more to ensure that Lambeth's young people are accurately identified through post-16 and supported to reach their potential. For example, we know we need to continue to improve attainment at GCSE in subjects such as Maths and English, putting the right foundations in place to open up opportunities for our 16–18 year olds.

Our commitment

To make our 2030 ambition a reality we need to work together to support our children and young people across a range of areas. It's collaboration between educators and educational settings, our skills and employment services, businesses and wider employers that will set our children, and the borough, up for success.

Our aim is to support all young people at post-16 and post-18 to access high quality further education, employment and training pathways both locally and nationally. Existing programmes such as Lambeth Made and ELEVATE are all about supporting Lambeth-based young people to carve pathways to careers and achieve their aspirations. In the next 6 years, we will continue our commitment to making Lambeth a place young people can call home and thrive. We will support our schools to access employers, create work experience and industry opportunities. We will also work closely with our Skills and Employment team to provide high quality careers support, making sure local people know about the pathways available to them.

A focus area will be making sure all our young people are supported to build their future in a way that works for them, including continuing to develop provision for care-leavers, NEET young people who may be NEET, those with experience of the youth justice system and those with SEND or additional support needs. We have already started to take action through our Pathways for Adulthood working group. For example we currently provide supported internships.



Spotlight on... **Lambeth Made**

How has this programme made a difference for Lambeth's children and young people?

Lambeth Made Education, Skills and Employment (LMESE) programme seeks to support Lambeth's young people between the ages of 11–30 to understand the opportunities available to them in business and work, explore how they can achieve their aspirations, and be equipped with the skills and knowledge needed to succeed. LMESE contributing to the goals of Lambeth's 2030 vision, Lambeth's Skills and Employment Strategy and Lambeth Made Safer Strategy.

The programme is delivered through four workstreams:

- Raising Aspirations and Skills
- Lambeth Youth Promise
- Apprenticeships and Traineeships
- Connect and Engage

The LMESE programme supported over 1000 young people in the last 12 months. 63% of people supported are of Black heritage, 17% are care experienced, and 24% have a special educational need or disability. For projects focused on those not in education, employment, or training, it is delivering a 2x return on investment.

Here's an example:

KA is a sixth form student at a Lambeth special school who is currently in his final year. KA was not entirely certain about his route after leaving school, after a while KA has effectively engaged with the team this year. KA has consistently attended careers and employability 1-1 support sessions. Within the careers and employability sessions KA has been able to explore a whole range of options available to him.

KA has done well within these sessions; however, KA had some real struggles around imposter syndrome. He felt he was not good enough to access certain opportunities due to his special educational needs. Within our sessions we have been able to help KA break down these self-perceived barriers KA had built up. We have got him to start accepting praise and recognising that no individual is perfect. KA has met with employers where he has been able to connect a lot of the theoretical information shared within sessions. KA has worked really hard to overcome some of the barriers he has faced. Recently KA has successfully gained employment in a restaurant and has been accepted onto a supported healthcare apprenticeship.

Spotlight on...

Quality in Careers

How has this programme made a difference for Lambeth’s children and young people?

The Quality in Careers Standard is the national quality award for careers education, information and advice and guidance in schools, colleges and work based learning. It is fully aligned with the Gatsby Benchmarks for good career guidance and fully complies with the Department for Education’s Statutory Guidance.

Education and Learning are supporting all secondary schools and colleges in Lambeth to achieve the national Quality in Careers Standard and be recognised for excellence in ensuring all young people have access to quality careers advice and information.

This aligns with our Lambeth Made programme and our goal for all young residents aged 11–25 to have access to quality information, advice and guidance to support access to jobs and apprenticeships.

Here’s an example:

Ruth Coyle – Director of Admissions, Careers and Technical Education

La Retraite Roman Catholic Girls’ School achieved the Quality in Careers Award on 15th May 2023. This led to us to being [nominated for a Careers Award by the Careers and Enterprise](#)

[Council](#). It also supported our [outstanding OFSTED report](#) in December 2023

Completing the Quality in Careers Award process made the meeting with the OFSTED inspector very straight forward, as we already had the portfolio of evidence ready. There were several references to Careers in the final report which demonstrated how important Careers now is to school performance:

“The school provides an extensive careers programme, which draws on a wide range of industry, businesses and healthcare providers. The T levels on offer are firmly established in the sixth form, and students participate in work placements to apply their knowledge to real-life situations. For example, students may use industry standard coding software. They also have use of specialist midwifery rooms and work with local hospitals. These links and partnerships enrich the careers programme throughout the school. This means that pupils benefit from considered guidance and advice, as well as talks and workshops.”

Through making Careers a priority in the school we have found it has improved the academic achievement and the destinations of our students. Our Progress score for destinations is well above the national average. This year five of our T Level Digital students have been offered Degree Apprenticeships at

Lloyds Banking group, two of our Construction students are in a final round interview at Berkeley and Overbury and several of our T Level Health Midwifery students have been offered places at Kings University to study Nursing/Midwifery. The investment in Careers means we have local students progressing into high quality professions in London, proof investment in Careers really does lead to social mobility.

Attending Education and Learning’s termly Lambeth School Careers Network meetings really helps us build further industry links for our students and also gives an opportunity to share good practice across the borough. This raises aspirations for all Lambeth students. The termly meetings with the Council assessing the school against the Gatsby Benchmarks, gives us an opportunity to reflect and evaluate delivery and come up with new innovative ideas moving forward e.g. Lambeth Council offering a T Level industry placement.



Priority Five: Zero Permanent Exclusion Borough

Our challenge

It is important to highlight the impact of school exclusion and marginalisation, both from, and within mainstream education. This has a devastating effect on some of our children and young people, with heightened risk of being drawn into gang-related activity and serious youth violence, as well as longer-term issues of homelessness and substance misuse.

We have worked hard to transform our approach to school exclusions in Lambeth and are proud that the numbers of children being permanently excluded has reduced significantly. Secondary level permanent exclusions fell from 38 in 2017–2018 to 7 in 2022–2023. Yet, we need to go further for all pupils to have a positive education experience and fulfil their potential. Exclusions for some groups of pupils is disproportionately high, including boys and pupils from a Caribbean heritage. Reaching zero permanent exclusions is a priority to tackle these structural disadvantages so that children and young people in Lambeth can have the best start in life, feel safe and thrive in a place of opportunity.

Our commitment

Our Alternative Education Pathway Strategy is a key element to achieving a zero permanent exclusion borough. Our vision is to ensure the majority of children and young People are educated in a mainstream setting. However, for those who may be placed in alternative education provision for a short or longer time period we will ensure it is a high-quality provision with a broad and balanced curriculum. We will expand our in-borough offer and build parental confidence in alternative education settings through a robust action plan. We will ensure reintegration is timely and that the child or young person has access to targeted support and achieves excellent outcomes. For more information on our commitments, please see the strategy in full in [Appendix 2](#).

To support our children and young people attending Alternative Provision, we have embedded cohort reviews, established AP pathways with new Resource Bases, provided an Education Welfare officer for APs, established a Primary and Secondary Inclusion Panel and funded reintegration support. Our new tiered approach will ensure there is early intervention with support available to schools as soon as there is behaviour

that challenges. Evolve Academy is a priority for Lambeth as it is the only AP in borough and is key to transforming the lives of our children and young people and reducing child sexual exploitation and gang violence. Lambeth are committed to delivering early intervention to prevent escalation for a young person that can lead to contextual harm and deliver a structured and time limited approach to AP. We want to invest in evidence-based and therapeutic approaches, within a robust and aspirational academic curriculum.

We know that working in partnership with schools to intervene and provide support early is the first priority. We will be dedicated in our time, energy and drive to build positive relations with schools to place children quickly and reduce the number of permanent exclusions.

Priority Six: An Inclusive Education for those with SEND

Our challenge

In recent OFSTED and local area inspections we have been recognised for our successful partnership approach to SEND and evidence of strong multi-agency working to secure outcomes for our children and young people. Early Years support is particularly strong, helping to identify needs and support school transitions.

However, like many local authorities in London and across the country we are seeing rising needs without increased resources. Despite falling birth rates and families moving out of Lambeth, in the last 5 years there has been a 41% increase in the number of EHCPs issued. A fully inclusive education offer means that all our children and young people, whatever their need, have equitable access to opportunities and that all children and young people's learning is seen as equally important. It means parents and carers confident their children are being supported to reach their full potential. We know local sufficiency is key and there is a challenge to ensure there are enough places and people in both mainstream and special-school settings for young people to achieve and thrive in the community that works for them.

We must continue to be systematic and deliberate in our identification and support to meet need across the borough and realise our 2030 vision for Lambeth as a place with social justice at the heart.

Our commitment

We are committed to promoting inclusion, and excellent outcomes for children with SEND and those who need additional support to achieve their full potential.

In a challenging financial context with increasing demand, we need to make sure that our local SEND offer works for the time we are in. In 2024 we have refreshed and co-produced our SEND and Alternative Provision Strategy 2025–2030 to ensure that, as partners, we are working together effectively to identify, assess and meet the needs of Lambeth's children and young people from up to the age of 25 and improve their experiences and outcomes.

We will roll out and embed our Area SENCo outreach team, focusing our approach on early identification and increased support for our schools. We will continue to work together with young people to provide opportunities and support to share their views so that services are responsive, meet their needs and the needs of their families.

Spotlight on...

Lambeth Autism Advisory Service

How has this programme made a difference for Lambeth’s children and young people?

In February 2024, Lambeth Autism Advisory Service (LAAS) commenced a three-year partnership with the Autism Education Trust (AET).

The AET is a not-for-profit organisation, led by the National Autistic Society and Ambitious about Autism, and supported by the Department for Education. They provide a training programme and education resources created in partnership with a panel of Autistic Young Experts and parents and carers. The Professional Development Programme offered by the AET consists of training modules that can be delivered to schools and colleges as well as The Autism Competency Framework (which can be used by practitioners as a self-evaluation tool) and The Autism Standards Framework (which can be used by leaders/leadership teams to support the implementation of Good Autism Practice across a whole organisation).



The LAAS Team Lead, as Lead AET Trainer, will work alongside the LAAS advisory teachers, to roll-out and oversee training across schools and colleges in Lambeth between 2024–2027. Currently 30 additional members of staff from Lambeth schools have registered to become AET trainers and are in the process of completing their induction. Our strategic plan sets out objectives to increase this number year on year, to ensure consistency and a growing body of school staff who have accessed up-to-date and research-based training.

AET resources and guidance will be shared with other organisations in Lambeth, and used in tandem with the All Ages Autism Strategy, in order to establish Lambeth as a borough which provides excellent and inclusive education and learning for all autistic children and young people from birth to adulthood.

In particular, this work links with the following priorities:

1. An inclusive education for those with SEND,
2. Good school attendance and schools as a safe place,
3. Remove Educational inequality and disadvantage,
4. Staff and Governors Career and Leadership Development.

Priority Seven: Good School Attendance and Schools as a Safe Place

Our challenge

We know that the children with the highest attainment at the end of Key Stage 2 and Key Stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. We are committed to improving attendance so that all children and young people achieve their full potential.

We need to ensure that schools are space where young people are excited to attend, and that has to be a safe space. Schools are an essential part of the diverse, vibrant communities in our borough. Despite good work to make Lambeth Safer, we still have some of the highest crime levels in London. People feel their area is less safe now than in 2020 and more feel that serious youth violence is a problem in the area.

We want to see a significant reduction in serious violence against young people by 2030. Inclusive and trauma-informed education is one way we can strengthen community resilience. Schools are well placed to be among the first to spot signs of difficulties such as mental wellbeing, domestic abuse, housing, and welfare issues. They are at the forefront of our early help strategy and play a significant role in making Lambeth a borough of prevention, tackling the root causes of violence and structural barriers the limit our young people's life chances.

Our commitment

Our vision is that children attend safe and inclusive schools and educational settings at every given opportunity to maximise learning opportunities and achieve excellent outcomes. We will ensure that attendance is everybody's business, and it is a priority in our decision making across the local authority in education, children's social care and the Youth Justice Service. Working in collaboration with our schools in a multi-agency approach, we will improve attendance for all children and young people in Lambeth. We will publish a new Attendance Vision and Strategy to outline and hold ourselves accountable to our commitments.

As a local authority we also know how important it is that children and young people's wellbeing needs are addressed so that they can effectively progress and engage. We will continue to provide guidance and training on safeguarding in schools to protect all children for whom we are responsible. Lambeth will not only be the best place to grow up, but a lifelong borough where our young people age well. Lambeth Schools Attendance Charter is a commitment to standardise the approach and practices that all Lambeth schools agree to with respect to safeguarding children and young people's education whilst improving school attendance.

Spotlight on...

SAFE Taskforce

How has this programme made a difference for Lambeth's children and young people?

The SAFE (Support Attend Fulfil Exceed) Taskforce commissions interventions in mainstream secondary schools to support children in years 7–9 who are at risk of poor life outcomes. The SAFE Taskforce is grant funded by the Department for Education using evidence-informed solutions to meet the needs of children with characteristics similar to those of victims and perpetrators of serious violence as identified in the borough wide SAFE Strategic Needs Assessment. Our focus is on early intervention and prevention as part of ambition to make Lambeth the best place to grow up, and one of the safest boroughs in London.

The SAFE interventions are:

- Primary School Transition
- Mentoring
- Sports and Social Skills
- Speech and Language Therapy (SaLT)

As part of the SAFE Taskforce, 85 children across three schools have received a Speech and Language Therapy screening.

Here's one example:

A 14 year old was brought to the attention of our services after witnessing domestic abuse. There was a high level of concerns from their teacher and mum about their social, emotional and mental health needs. The young person was on the waiting list of Child and Adolescent Mental Health Services (CAHMS) and also had an Education, Health and Care Plan in progress. They were not attending lessons and not following instructions.

A Speech and Language Therapy assessment took place showing significant difficulties in all areas of language. Following the assessment, we could offer a more tailored intervention to meet their needs and improve outcomes. The intervention focused on emotional literacy, vocabulary learning, comprehension and understanding their speech, language and communication needs.



Priority Eight: Removing Educational Inequality and Disadvantage

Our challenge

We know that Black Caribbean and Portuguese pupils in Lambeth do not make as good progress as their peers. Attainment is not the only area we see significant inequality. Exclusions for some groups of pupils is disproportionately high. This includes boys, and Caribbean heritage pupils.

Looked after children are making good progress, outperforming London and national average over the past 5 years. Yet we recognise that these children and young people, alongside those with additional needs and English as additional language, continue to face challenges.

We are committed to being a borough of equity and justice. Removing educational inequality and disadvantage will be a part of everything we do. However, we know that focused, targeted work is important to drive meaningful change.

Our commitment

We will continue to build on successful partnership working and programmes such as Raising the Game, an initiative that aims to tackle the academic attainment gap and high exclusion rates that have a disproportionate impact on Black Caribbean pupils in the borough. Somos Lambeth is another example of a Lambeth Schools Partnership initiative established more recently in 2020 that focuses on raising the achievement and profile of Portuguese-speaking and recently included Spanish speaking students in Lambeth. We will work together to increase engagement with schools and pupil and close these gaps.

We will also implement action to engage the communities that surround our young people, recognising that what happens outside of the classroom can be just as impactful as what happens within it. We need to work together make sure our partnerships extend to those outside of education, joining-up with other services such as skills, employment as health, as well as the rich diversity of voluntary and community sector organisations in Lambeth to reach these groups where they are.



Spotlight on...

SOMOS

How has this programme made a difference for Lambeth’s children and young people?

“SOMOS Lambeth” is a Lambeth Schools Partnership initiative established in 2020 that focuses on raising the achievement and profile of our Portuguese-speaking students.

Lambeth is home to one of the largest Portuguese-speaking populations in the UK, and as of 2022, Portuguese-speaking pupils make up 7% of Lambeth’s total school population. However, Portuguese-speaking pupils are also Lambeth’s lowest attaining pupil group. This underachievement represents a waste of potential and we as a borough should set an example to other local authorities and schools in improving Portuguese-speaking pupils’ attainment and celebrating Portuguese-Lambeth identity.

Over time, the initiative has widened its scope to include general English as an Additional Language (EAL) support for all Lambeth schools and specialised support for Lambeth’s biggest EAL cohorts including Portuguese, Spanish and Aka speakers. Somos Lambeth (Portuguese) has the following three strands:

- An improved offer for Portuguese-speaking pupils in Lambeth schools
- Celebrating Portuguese-speaking Identity in Lambeth
- Supporting Families and Community Collaboration

Here’s one example:

One of the main strands of support as part of the programmes has been the development of the termly EAL network meetings. Here, primary EAL and secondary EAL leads meet and collaborate, share good practice, undergo continuing professional development training and network. Schools have appreciated the support particularly in a borough where EAL students form the majority. In Lambeth, every teacher is an EAL teacher.

Spotlight on...

Raising the Game

How has this programme made a difference for Lambeth’s children and young people?

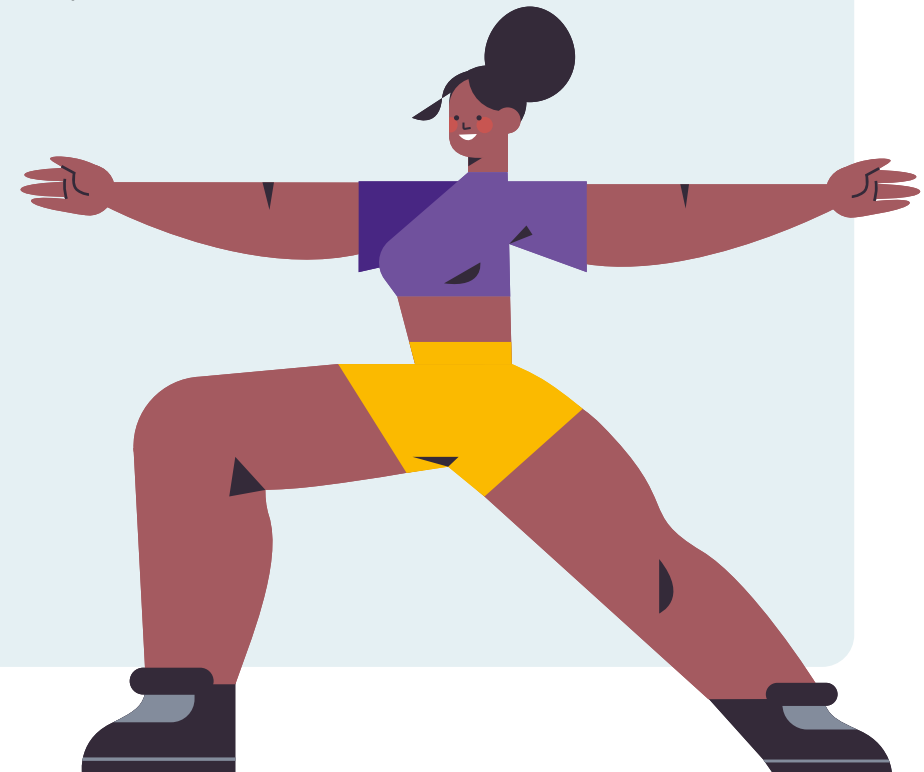
The Lambeth Schools Partnership’s “Raising the Game: Black Caribbean Education Achievement” is an initiative that aims to tackle the academic attainment gap and high exclusion rates that have a disproportionate impact on Black Caribbean pupils in the borough.

Raising the Game initiative is based on extensive research that took place in Lambeth schools to improve outcomes at all key stages and raise aspirations. The programme is led by Executive Headteacher Ms Andrea Parker and supported by school leadership teams across the borough who have pledged to tackle this issue at all levels through:

- Pupil voice
- School climate and culture
- Curriculum development
- Governors
- Parents as partners
- Raising awareness of health issues
- Ensuring our work is sustainable

Here’s one example:

Key to Raising the Game’s work is the development of the Racial Justice Champion network, a champion in each Lambeth school who keeps Black Caribbean Achievement top of their school’s agenda. Our champions worked together to develop Lambeth’s Anti-Racist Framework and Quality Mark, a document that serves an improvement tool. This allows schools to assess themselves against a practical framework with suggested evidence which enables schools to develop anti-racist practice across all areas of the school.



Priority Nine: Career and Leadership Development of School Staff and Governors

Our challenge

High quality development and leadership support for all the different people who commit their time and energy to education and learning across the borough provides the foundation for many of our priorities. Lambeth needs the best workforce to create the best place for children and young people to grow up.

Through our partnership with the London South Teaching School Hub, we have a strong support offer for school staff and governors to develop throughout their careers, whatever level of experience. However, there are areas where we know we need do better. If we want children from all backgrounds to achieve in Lambeth, we need the people that lead and govern our settings to reflect the diversity of our population. Our priority over the next few years will be ensuring we develop representative leadership in schools.

Our commitment

We will continue to build on the success of the teaching school through this strategy, for example establishing an annual headteachers and governor's induction programme to provide more opportunities to share knowledge and expertise across the borough. Partnerships is essential to this success. We will champion collaboration to reach as many settings and educators as possible.

We will provide additional support for staff and governors' groups disproportionately under-represented in the leadership and teaching workforce of our schools. By 2030, we want 40% of new headteacher and governor appointments to be of Black African or Caribbean heritage.

Measuring our Impact

We want our strategy to be one through which we can have greater collective impact for all our children and young people in Lambeth. To measure this, we have shaped a set of specific target measures against our nine priorities.

These measures will frame our performance until 2030. They will tell us, and everyone invested in education and learning in our borough, where we have stories of success and areas for improvement.

We have worked together to select the measures that we think really matter. We have been led by a whole system approach, recognising the way that different factors connect and influence young people's lives. Reaching zero exclusions is not only about children receiving suitable, full-time education throughout their journey, but making sure young people are safe and healthy and our settings are inclusive. A target for all pupils being able to read fluently at the end of primary is about starting learning experiences as early as possible, as well as the opportunities, qualifications, skills and attributes children take with them later in life. Each action we take sits together as part of one full picture of excellent and inclusive education in Lambeth, and how we measure success should reflect that.

Below, we set out a number of key actions under each priority and how we will know we have made a difference:

Our Measures:

- 100% good and outstanding schools and Early Years settings
- 100% pupils being able to read fluently
- Primary aged pupils achieve above statistical neighbours in phonics, FSP, Key Stage 1 and 2

- Key Stage 4 (Year 11) outcomes in the top quartile of statistical neighbours
- A closed achievement gap between Black Caribbean, Portuguese and Spanish speaking, and early stage EAL speakers in line with their peers
- 96%+ attendance in primary and secondary schools
- 90%+ Early Years participation for 2 and 3-year-olds
- 100% good and outstanding Early Years providers
- Less than 10% surplus school places
- No schools carrying licensed deficits
- All secondary schools achieve the Quality Careers Award
- Zero Permanent Exclusions
- Suspensions less than 2% of the pupil population
- SEND Service and Support reduces non-qualifying Education, Health and Care applications
- 40% of new headteachers and governor appointments are of Black African or Caribbean heritage

Key actions include:	We will:
<p>Priority 1: High performing schools and Early Years settings</p>	<p>Review and enhance the Lambeth Schools Partnership offer for 2024. Embed the School Evaluation and Support Review (SESR) process. Rollout ‘Read Out’ initiative to improve phonics and reading. Implement a Secondary (KS4) Challenge Lambeth programme.</p>
<p>Priority 2: Early and best start to education</p>	<p>Continue to work in partnership to launch and deliver a strong Early help strategy in schools and settings. Encourage and improve take-up of Early Years and nursery places. Challenge, support and provide guidance and quality assurance to all Early Years provisions which lead to ‘good’ or ‘outstanding’ inspections and pupil outcomes.</p>
<p>Priority 3: Efficient schools</p>	<p>Embed a Pupil Place Planning Strategy. Provide co-ordinated In year admissions.</p>
<p>Priority 4: Post 16 employment education and skills</p>	<p>Coordinate weekly drop-in sessions for NEET young people, carers and professionals. Host a T level students’ 45-day work placement to support schools with achieving the Quality in Careers award.</p>
<p>Priority 5: A zero permanent exclusion borough</p>	<p>Embed the Alternative Education Pathway Strategy and review the sufficiency and improve the quality of our Alternative Provision offer. Establish the Primary Inclusion Panel and increase engagement of schools to improve reintegration rates from Alternative Provision. Embed the Three Tier approach for schools through a single point of access called The Gateway to reduce likelihood of exclusions and intervene earlier. Ensure quality assurance of Alternative Education Provision and cohort reviews to increase reintegration rates and support.</p>

Key actions include:	We will:
<p>Priority 6: An inclusive education for those with SEND</p>	<p>Launch the new SEND and Alternative Provision Strategy 2025–30.</p> <p>Introduce and embed an Area SENCo team that will lead an expanded outreach team to provide support to schools.</p> <p>Offer an extended outreach support to families with children with SEND who are not attending a setting.</p> <p>Create sufficiency in our specialist settings so that our children and young people with SEND can remain in their community.</p> <p>Ensure effective and timely communication regarding SEND.</p> <p>Improve partnership working to understand needs and provide the best possible education.</p> <p>Support our schools to be inclusive settings that continue to achieve excellent outcomes for our SEND children and young people.</p>
<p>Priority 7: Good school attendance and a safe place for everyone</p>	<p>Publish and embed our Attendance Vision and Strategy and deliver on its improvement actions.</p> <p>Develop and provide a free Education Welfare Service (EWS) to our specialist setting and Alternative Provision to support our most vulnerable children and young people.</p> <p>Extend our EWS to provide a free service to all our primary schools and a traded service for our secondary schools.</p> <p>From September 2024 have a Management Information System that provides real time attendance data to support the EWS and Social Care to deliver timely support to families and schools.</p> <p>Evaluate and extend SAFE task force programmes.</p>
<p>Priority 8: Removing educational inequality and disadvantage in attainment</p>	<p>Review initiatives tackling education inequalities of black Caribbean, Portuguese, EAL, children in care and disadvantaged pupils to reduce gap in attainment with their peers.</p> <p>Launch an Inclusive Leadership programme.</p> <p>Work with schools to continue to tackle inequality through sharing good practice around research and evidence to understand challenges and opportunities in Lambeth schools.</p>

Key actions include:	We will:
<p>Priority 9: Career and leadership development of school staff and governors</p>	<p>Establish an annual headteachers and governors' induction programme.</p> <p>Support schools with reducing impact of any possible teacher shortages.</p> <p>Continue to effectively support to schools and settings around changing legislation and expectations.</p> <p>Support teachers, practitioners and support staff through our training offer, trauma informed and wellbeing training.</p>

Delivering in Partnership

Lambeth Council’s approach to excellence in education and learning is a collaborative one. The council works with a range of groups to improve knowledge and expertise across the borough. This strategy has been developed through collaboration and we will continue to collaborate to deliver our commitments effectively.

The roles and responsibilities of the council include working positively with maintained faith and community schools, alternative provision, Early Years settings, special schools, academies, free schools, sponsors, independent schools and further and adult education providers who comprise a part of the mixed economy of local education provision. While the level of direct oversight may vary, we will ensure we meet our statutory functions for all children and young people regardless of the setting they attend. For more information on the role and function of specific council services, please see [Appendix 3](#).

There are several key forums that support us to work together:

Lambeth Schools Partnership (LSP)

The Lambeth Schools Partnership is a collaboration between the local authority, schools and settings to take responsibility to improve standards across the borough. Schools pay an annual subscription to join the LSP which focuses exclusively on school improvement, professional development and excellent communication. The partnership is governed by senior officers from the local authority, headteachers and school governors, ensuring representation across all phases of education

School Cluster working

Lambeth has a well-established network of school clusters which work together to create

self-sustaining support systems. This ranges from informal leadership support to continuing professional development for staff and moderation activities to ensure consistently high expectations in schools. Each of the clusters are represented on the Lambeth Schools Partnership board.

Teaching School participation

Lambeth partners with the London South Teaching School Hub. A teaching school supports the development of effective school leaders by providing high-quality training, development and support to new and experienced school staff. It works with the Lambeth Schools Partnership to provide a coordinated offer of continuing professional development to schools within and outside Lambeth.

We will report on progress regularly across each year to help us hold each other to account, including through the Councils’ Overview and Scrutiny Committee, Lambeth Schools Partnership and Children’s Services Improvement board and SEND Partnership Strategic Board. Through the launch of this strategy and beyond, we will continue to reach out to children and young people, their families and carers to get involved in and challenge education and learning in Lambeth.

Contact us at lambethschoolservices@lambeth.gov.uk for more information.

Appendices

Appendix 1: Link to other council strategies and plans

The Education and Learning Strategy sets out our overall vision for excellence and inclusive education and our priorities to get there. However, we know that there is lots more happening across the borough that will have an impact on the educational achievement and positive education experiences of children and families in Lambeth. This includes

targeted work to support different experiences and needs, such as the new SEND and Alternative Provision Strategy 2025–2030 or the Alternative Education Pathway Strategy, as well as wider programmes to support homes, health, safety and opportunities for our young people, families and workforce.

While education is not always the focus, their priorities underpin the delivery of excellent education outcomes and feature in our implementation plan. Linked high level strategies and plans include:

Strategy	Source
Health and Wellbeing Strategy	Health and Wellbeing Strategy 2023–2028 Lambeth Council
A place we can all call home: Lambeth housing strategy 2024–2030	A place we can all call home: Lambeth housing strategy 2024–30
One Lambeth: The Borough Plan: 2023–30	Lambeth 2030 : Our Future, Our Lambeth Lambeth Council
SEND and Alternative Provision Strategy 2025–2030	To be approved before being launched in January 2025
All Age Autism Strategy	All Age Autism Strategy Lambeth Council
Lambeth Schools Partnership: School Improvement Strategy 2023–2026	The LSP Review Journey Lambeth Schools Partnership
Partnership Early Help Strategy 2022–2027	Partnership Early Help Strategy 2022-27 (lambeth.gov.uk)
Corporate Parenting Strategy 2021–2024	Corporate Parenting Strategy 2021–2024 (lambeth.gov.uk)
Child Friendly Lambeth	Child Friendly Lambeth Lambeth Council
Food Poverty and Insecurity	Lambeth Food Poverty and Insecurity action plan.pdf
Lambeth Neglect Strategy	Neglect Strategy
Lambeth Prevent Programme	Lambeth Prevent Programme Lambeth Council
Children Looked After Sufficiency Strategy 2020–2023	Appendix A - Sufficiency Strategy 2020.pdf (lambeth.gov.uk)

Strategy	Source
Tackling Youth Violence project	Tackling serious youth violence Lambeth Council
Strategic Programme: Lambeth Made Safer Strategy 2020–2030	Appendix A - Lambeth Made Safer Strategy v19.pdf
Violence Against Women and Girls (VAWG) Strategy 2021–2027	Lambeth VAWG Strategy Lambeth Council
Climate Action Plan and Air Quality Action Plan	Climate action plan Lambeth Council

Appendix 2: The Alternative Education Pathway (AEP) Strategy Action Plan

Introduction

Lambeth is committed to becoming a zero permanent exclusion borough and our Alternative Education Provision Strategy is key element to achieving this priority.

Currently we use Alternative Provision outside of the borough which increases a contextual safeguarding risk to children and young people who are already identified as vulnerable including children looked after. Our vision is to ensure most Children and Young People are educated in a mainstream setting locally. However, for those who may be placed in

Alternative Education Provision for a short or longer period we will ensure it is a high-quality provision with a broad and balanced curriculum. We will ensure reintegration is timely and that the child or young person has access to targeted support and achieves excellent outcomes.

We also know that there is an overrepresentation of Black Caribbean children and young people that are referred to Fair Access Panel (FAP) at risk of exclusion and that are placed in Alternative Provision. It is a priority for us to tackle this disproportionality and challenge the current lack of reintegration into mainstream.

The Alternative Education Provision Strategy clearly outlines that:

- We will raise awareness of ant-racist/anti-oppressive practice and policies and provide workforce development opportunities.
- We will scrutinise data to monitor disproportionality due to race or gender and challenge settings where this occurs
- We will work to strategically improve the overrepresentation of Black Caribbean children and young people in Alternative Provision

Action Plan

Priorities	High level Activity and Outcome
1. Early Intervention and Support	1.1 We will provide a Primary Fair Access Panel that is a gateway to support for schools with children whose behaviour challenges.
	1.2 We will embed the Secondary Fair Access Panel to maintain engagement from all schools and ensure transparency in the managed move process.
	1.3 We will support identified young people in the Fair Access Panel with emerging SEN to increase their success in the managed move process.
	1.4 We will increase the capacity of the Behaviour Outreach Team to focus on early intervention with a focus on reducing suspensions and Permanent Exclusions by supporting schools to manage challenging behaviour and emerging SEN.
	1.5 We will support schools to develop their own internal Alternative Educational Pathway to enable young people and children to be successful and remain in their own setting with additional support.

Priorities	High level Activity and Outcome
2. Culture, Policy and Practice	2.1 In line with our new draft we will ensure all practitioners and services in the partnership recognise their part in supporting children and young people with behaviour that challenges.
	2.2 We will raise awareness of ant-racist/anti-oppressive practice and policies and provide workforce development opportunities.
	2.3 We will scrutinise data to monitor disproportionality due to race or gender and challenge settings where this occurs.
3. Transition and Partnership Work	3.1 We will quality assure our AEP with a timely and robust review process for students on short term placements with clear SMART targets and pupil voice to increase reintegration and support the return to mainstream settings.
	3.2 We will also ensure that information is shared with all key stakeholders through Lambeth’s VPMG, MAVE, YJS and Attendance Panel’s.
	3.3 Students placed at an AEP will have access to support to ensure they have a destination and are not at risk of becoming NEET.
4. Safeguarding and Contextual Harm	4.1 We will ensure targeted support that works collaboratively with schools and is preventative for young people is in place. When the children or young person is referred to the FAP, they will receive support from the AP’s SAFE Taskforce mentor.
	4.2 We will ensure that all students placed at an AEP through Lambeth will have a SAFE Taskforce mentor to support their reintegration process.
5. Quality and Quantity of AEP	5.1 We will provide a sufficient quantity of AEP placements to reduce the need for out of borough placements and children and young people will be placed at provisions based on a robust risk assessment.
	5.2 We ensure that students in Key Stage 4 at AEP will have access to vocational courses if appropriate.
	5.3 We will hold reintegration review board for all children attending our AEP’s twice a year and be provided with monthly updates on attendance and academic progress to ensure excellent outcomes.

Review and Evaluation

The Alternative Education Provision Strategy will be reviewed with the SEND and Inclusion Strategy by the SEND Strategic Board.

As a key strategic priority, it will also be reviewed as part of the regular Lambeth Education and Learning Strategy performance boards

Appendix 3: Support services of the Local Authority Education and Learning Division

Name of service	Role and Function
School Improvement Advisory Service	<p>Lambeth School and Educational Improvement Service provides comprehensive advice, support and challenge to all Lambeth schools and other education provisions in Early Years, primary, secondary, special and post 16 settings.</p> <p>The advisory service is available to maintained schools and academies via subscription to the Lambeth Schools Partnership (LSP). It is also available for purchase by other educational settings in and outside the borough as well as for any additional support required by maintained schools.</p> <p>The service also provides specialist advice, support and challenge relating to all aspects of Special Educational Needs and Disability (SEND) for schools in all phases.</p>
School Governor Support Services	<p>The Governor Services Team provides advice and practical support to governors, headteachers and clerks to governing boards of maintained schools and academies in Lambeth as well as to parents and others seeking information about school governance.</p>
Early Years Quality Improvement	<p>The Early Years Quality Improvement Team work closely with leaders, managers and practitioners to ensure that they are kept up to date with all aspects of Early Years practice, as research shows that quality provision in the Early Years is essential in securing children’s outcomes and closing gaps caused by disadvantage.</p>
Safeguarding for Schools	<p>The Safeguarding for Schools team provides a core service to Lambeth schools in respect of their safeguarding arrangements. The team provides child protection and safeguarding inset training sessions for school staff.</p>
Virtual School for Looked after Children	<p>The Virtual School aims to improve the educational outcomes of children in care with an innovative programme of early intervention and targeted support to narrow the attainment gap with their peers.</p>
Special Education Needs and Disability	<p>The SEN team provides a service that ensures identification and assessment of special educational needs are completed to statutory timescales. We provide a range of advice and support to schools on all aspects of identification and assessment of pupils with SEN.</p>
Sensory Support Service	<p>The Sensory Support Service is a peripatetic team of qualified specialist teachers and support staff for children and young people with hearing, visual and multi-sensory impairment from 0 to 25 years of age and their families.</p>

Name of service	Role and Function
Lambeth Autism Advisory Service	<p>We work across all mainstream educational settings and aim to deliver advice and support to schools enabling you to meet the additional educational needs of children and young people with a diagnosis of autism.</p> <p>We support schools in developing a greater understanding of autism, empowering them to apply good practice and create an inclusive and autism-friendly learning environment.</p>
Educational Psychology Service and Pupil Support Services	<p>The Service is made up of Educational Psychologists concerned with the development, learning and social and emotional wellbeing of children and young people. The team promotes inclusion, embrace diversity and to enhance learning and emotional well-being for all children and young people in our community.</p>
School Inclusion	<p>The Inclusion team provide support and resolution for pupils either not in education or not in a mainstream provision.</p>
Schools Admissions and Child Employment Service	<p>School Admissions and Child Employment Service provides information and guidance about getting children into a school in Lambeth and how to appeal against their school place allocation.</p>
Lambeth Music Service	<p>Lambeth Music Service delivers a curriculum aligned with the Model Music Curriculum and also aligned with the National Plan for Music Education. Our offer to schools is subsidised by Arts Council England and being a partner with Lambeth Music Service also provides access to a range of opportunities for children, both in school and after school.</p>
Lambeth School (Traded) Services	<p>Supporting services to develop commercial specifications and to promote these to schools and settings. Providing training courses to schools and communications on a broad range of topics supportive to schools and settings.</p>
Research and Statistics Team	<p>The Schools' Research and Statistics Service provides support and advice to schools, academies and governors in the effective use of data to raise achievement. Our mission is to transform the use of data in education and good practice research evidence to improve pupils' achievement in schools.</p>
Schools Human Resources	<p>Schools HR staff have a vast experience of schools' legislation and terms and conditions of employment and operate at the highest standards of professional competency to support schools.</p>
Schools Finance and monitoring	<p>The Lambeth Schools Finance team supports Schools effectively manage their finances by offering support via monthly monitoring of reports submitted by schools and answering queries schools may have with supporting financial management.</p>